DOCUMENT RESUME

ED 170 518 CE 020 861

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|---|---|
| AUTHOR | Cooper, Dorothy |
| TITLE | A Nursery School Activities Card File. |
| INSTITUTION | Bergen County Vocational-Technical High School, Hackensack, N.J. |
| SPONS AGENCY | New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. |
| PUB DATE | May 79 |
| NOTE | 293p.; Not available in hard copy due to being printed on colored paper; For a related document see ED 147 492 |
| AVAILABLE FROM | New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($20.00, plus postage) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Art Activities; Audiovisual Aids; Bulletin Boards; *Career Awareness; *Child Development; Field Trips; Food; Games; *Learning Activities; *Learning Laboratories; Music Activities; *Nursery Schools; Reading Readiness; Story Telling; Toys |

ABSTRACT

This file contains a total of 285 cards describing activities for nursery-school children. It was designed to accompany "The Child-Care Teacher Aide" (ED 147 492), a teacher's guide for vocational training of teacher aides. The file is divided into four main divisions--fall, winter, spring, and summer. Apportioned among the different seasons are twenty-three topics (e.g., halloween, signs of spring/planting, valentine's day/the mail carrier, and the seashore). For each of the twenty-three topics there are twelve cards of activities. These twelve activities include art, play-center, bulletin board and display, food, audiovisual, storytelling/fingerplay, games/toys, music, field trip, learning center, reading readiness, and career awareness. (CT)

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# A Nursery School Activities Card File

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DOROTHY COOPER · BERGEN COUNTY VOCATIONAL-TECHNICAL SCHOOL

State of New Jersey
Department of Education
Division of Vocational Education
and Career Preparation

# A NURSERY SCHOOL ACTIVITIES CARD FILE

Dorothy Cooper

Neal B. Perkins, Superintendent
Bergen County Vocational-Technical Schools

Vocational-Technical
Curriculum Laboratory
Rutgers – The State University
Building 4103 – Kilmer Campus
New Brunswick, New Jersey 08903

May 1979

## Introduction

This file contains a total of 285 cards describing activities for nursery-school children. It was designed to accompany the teacher's guide "The Child-Care Teacher Aide," a course guide for vocational training of teacher aides. It can, however, be used quite independently of that guide. It is suitable for use as an activities file for any pre-school or nursery-school program.

The file is divided into four main divisions – fall, winter, spring, and summer, each in a different color. Apportioned among the different seasons are 23 topics, as listed on the next card. It is suggested that the teacher label the blue index cards with the names of the topics and insert them in their proper places.

## List of Topics Included

### Fall

Orientation
Traffic and Safety/ The Police Officer
Seasonal Changes – Autumn
Halloween
Harvest Time/ The Farm
Indians/ Thanksgiving

### Winter

Holiday Preparation/ Our Gift Shop
Clocks and Measuring/ Telling Time
Getting Ready for Winter
Puppetry and Musical Instruments
Valentine's Day/ The Mail Carrier
Lincoln's/ Washington's Birthdays
Friendship*/St. Patrick's Day

### Spring

Weather Changes
The Fire Fighter
Springtime/ Pets
Holiday Preparation/ Mother's Day
The Circus
Signs of Spring/ Planting

### Summer

The Zoo
The Park
Father's Day
The Seashore

* Formerly referred to in school activities as Brotherhood.

For each of the 23 topics there are 12 cards of activities, one of each type, as listed below. The unit numbers refer to the unit in "The Child-Care Teacher Aide" that covers that particular topic. For example, under the season **Fall**, the topic **Harvest Time/The Farm**, will be found 12 different activities, beginning with **Art** (making a barn out of a milk carton, etc.) and going on through **Career Awareness** (a classroom visit with someone in a related occupation).


1. Art Activity . . . . . Unit 13
2. Play-Center Activity . . . . . Unit 17
3. Bulletin Board and Display Activity . . . . Unit 18
4. Food Activity . . . . . Unit 19
5. Audiovisual . . . . . Unit 23
6. Storytelling/ Fingerplay Activity . . . . . Unit 24
7. Games/Toys Activity . . . . . Unit 25
8. Musical Activity . . . . . Unit 26
9. Field Trip Activity . . . . . Unit 31
10. Learning Center Activity . . . . . Unit 35
11. Reading Readiness Activity . . . . . Unit 37
12. Career Awareness Activity . . . . . Unit 39

1. Have each child lie down on a large piece of wrapping paper. Trace the outline of child's body. Child draws and colors it to look like him/herself. Have child look in a mirror to check face, hair, and clothing.

2. Make handprints of each child on a large poster. Mix hand lotion and paintdrops, smooth on child's hand and press on paper. Label each set of prints, and let the children compare hand sizes.

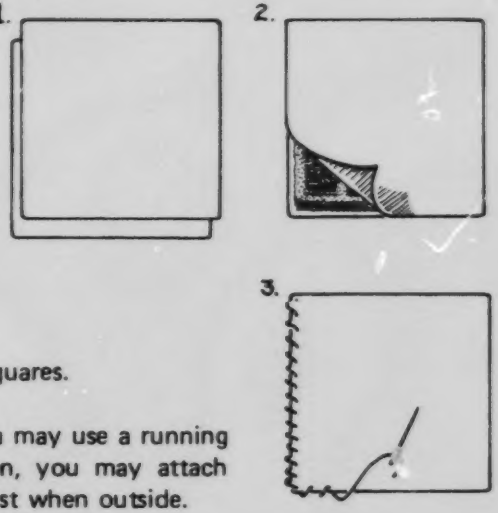
3. Have each child make an "All About Me" book containing an original drawing of self, family, home, etc.

4. Make a sit-upon or rest-period mat (see next card).

A SIT-UPON or REST-PERIOD MAT

Its funny name tells what it is. You sit upon it when you are on the floor inside or on the ground outside. The large one may be used as a rest mat.

1. Get a large piece of waterproof material, like oilcloth or plastic. Cut it into two squares. For a sit-upon make the squares 18" by 18", and for the rest mat 4' by 1'. Allow from ½ inch to 1 inch for a turn-under seam.




2. Put a cushion of newspaper between the squares.

3. Fasten together with staples or stitches. You may use a running stitch or overcast stitch. For the sit-upon, you may attach two ties so the child may tie it around waist when outside.

**Art Play Center**

1. Put together a manikin out of pre-cut pieces. Paste on construction paper.

2. Use shaving cream for finger paint. Let children add paint color of choice and make a "happy" or "sad" picture.

Make a picture of each child with an "instant" camera. Mount on a poster with each child's name under his/her picture. Display all on bulletin board.

**Development of Senses**

1. Pop corn and listen to it pop.
   Can children count the pops?
   Taste the popcorn with and without butter and salt.
   Which do children prefer?

2. Blindfold any children who are willing and play games involving taste and smell.
   Ask children whether it is easier to guess what they are tasting when they can smell it.

1. Use slide projector and screen.
   The teacher will make a shadow picture of each child's head.

2. Let each child record his/her voice and listen to it.
   Use cassette recorder, which can be passed around circle easily.

1. Winthrop, Elizabeth, "That's Mine!" Holiday House, New York, 1977

   (Book to help promote cooperation among the children in the use of play centers in the classroom.)

2. Fingerplay One Little Boy

   Two little hands to clap, clap, clap
   Two little feet go tap, tap, tap
   Two little hands go thump, thump, thump
   Two little feet go jump, jump, jump
   One little body turns around,
   One little body sits quietly down.

1. Play a game where children are asked to locate articles in the room to help familiarize them with new surroundings.

2. Let children take turns describing another child; then the class tries to guess whom they are describing. Encourage them to try describing things other than appearance.

3. Play a lotto game that matches parts of the body.

1. **Thumbkin:** Sing to the tune of "Frère Jacque":
   Where is Thumbkin? (Substitute name of child for Thumbkin)
   Where is Thumbkin?
   *Here I am!*
   *Here I am!*
   How are you today, sir? (miss?)
   *Very fine, I thank you.*
   Run away. Run away.

2. **Head and Shoulders, Knees and Toes**
   Sing to the tune of "London Bridge Is Falling Down":*

   Head, shoulders, knees and toes, knees and toes, knees and toes.
   Head, shoulders, knees and toes. Eyes, ears, mouth, and nose.

* Touch the parts of the body as the words are said.

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   Head, shoulders, knees and toes. Eyes, ears, mouth, and nose.

* Touch the parts of the body as the words are said.

Visit a beauty shop and a barber shop. Help children understand how clean, neat hair makes you feel and look better. Visit vocational cosmetology department in a local vocational high school

**Flannelboard Activity:**

Put together a boy or girl on the flannel board.

Ask children to give you a leg, arm, hand, etc., and/or let individual students place body parts together as if puzzle.

**Things To Teach:**

Child's first and last name, address, and age; parts of the body. (Teach to say these, not to write them.)

Children's names are printed backwards and are reflected correctly in the mirror.

1. Invite a doctor or nurse to visit. The guest can show how he/she can tell whether a boy or girl is sick or well. Ask the guest to name the parts of the body while demonstrating. Example, "Now I'm going to look at your ears."

2. Show pictures of doctors and nurses and discuss how they can tell if you're sick or well. Talk about being afraid of the doctor or nurse.

1. Draw a large map of the school and the surrounding streets. Put in the playground and equipment. Use paint, crayons, sponges. Discuss safety to and from school as well as playground safety.

2. Make traffic lights: use either precut circles or let children cut their own. Paste two green and two red circles together over a craft stick so they can use them. Print "STOP" and "GO" for children to copy if they wish.

In dress-up center, have clothes and hats used by police officers and school safety-patrol members. These will stimulate role-playing.

**Bulletin Board/Display**

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Bulletin Board title: "Our Friend the Police Officer"

Display pictures of police officers helping children in many ways as part of their job, e.g., crossing street, helping lost child.

Food

1. Make Jello or pudding: Each child mixes own pudding and milk in a cup.

2. Discuss simple safety rules to be followed while working in the kitchen.

**Transparencies:**

"Be a Safety Detective" – Transparency unit, obtainable from Troll Associates, 320 Rt. 17, Mahwah, New Jersey 07430

Suggest these ten:

- Street Safety
- School Crossing
- Traffic Lights
- Railroad Crossing
- Danger Signs
- Basement Trouble
- Trouble in the Car
- Swimming Safety
- Who's a Good Citizen?
- School Hall Trouble

**Fingerplay:**

I can be a railroad sign (*move arms, fists closed, like train wheels, saying "ch-ch-ch"*)
Or one that says "Go slow" *(same movement, slowly)*
The sign I really listen to *(listen)*
Says I may Stop! or Go! *(hold up arms for stop and go)*

**Books:**

Miner, O., "True Book of Policemen and Firemen," Childrens Press, 1964.

Haywood, C., "Eddie and the Fireman," Morrow, New York, Third edition, 1967.

1. **Pantomine**

   Let children show how they
   walk in school
   get on the bus
   go out for a fire drill
   get on the cafeteria line

2. **Play** "Red Light, Green Light"

Make up song about different safety rules and duties of police officer, using tune of "Mulberry Bush."

Example:

"This is the way we cross the street –
Stop for red, Go for green"

## Field Trip

1. Take a walk to watch a crossing guard in action.
   Discuss and dramatize later.

2. Take a bus trip. Call attention to helpfulness of the bus driver. Discuss safety rules followed while riding a bus.

3. On a walk around the school, note the positions of the safety-patrol boys and girls. Invite one to the room wearing his belt.

## Learning Center

Make a town out of large blocks and/or boxes and cartons. Try to feature many traffic signs, for both pedestrians and cars. To be used by individual child and small groups during free-play period.

Children may add to town as safety discussion expands to include bus safety, playground safety, etc.

Teach fingerplay related to safety.

Driving Down the Street

Let's drive our auto down the street,
*(Extend arms forward, make fists, and rotate arms to simulate steering.)*
Always looking straight ahead.
We'll have to stop when the light turns red. *(Hold arms still.)*
Waiting, watching through the windshield clean,
*(Lean forward slightly and peer.)*
We can go now – light turned green. *(Rotate arms again.)*

Arrange for police officer to visit class in uniform. Invite children to ask questions and talk informally with him/her.

Let children sit in patrol car.

**Sponge painting**

Cut sponges into different shapes. Dip in shallow pans of tempera paint (in fall leaf colors). Draw a large outline of a bare tree on brown paper. Let children add the leaves to tree.

**Collage**

Go for walk, collecting nature items for a fall collage. Example, seed pods, colored leaves, dry grasses and other plants.

**Science Center**

Display of seeds, leaves etc., indicating fall.

Make seed pictures. Children choose a type of seed to paste on paper, then make a picture to show what grows from that seed.

**Art Center**

Leaf rubbings by individual students, using manila paper and crayon.

Bulletin Board Title: "Signs of Fall"

Show changes occurring in fall of year. Example, raking leaves, leaves changing colors, children wearing jackets, etc.

Divide board into four areas, one for each season. Have large arrow pointing to present season.

**Applesauce**

Have children cut up apples with a table knife, put them together in a large pan, add sugar and a little lemon, cook until mushy, then mash or put through sieve.

Try cooking peels only.

Try making apple jelly.

Make apples on a stick by dipping in melted caramel candies.

**Classify apples:**

Red, yellow, green
McIntosh, Rome, Stayman Winesap, etc.
Cooking apples vs. eating apples
Whole, cut into quarters, cut across to show "star."

Eat apple slices with peanut butter.

Take an autumn walk around the school.

Gather children in small groups of six and seven. Children will relate experiences encountered during the walk, e.g., change of colors of leaves.

Leaves

Leaves are falling softly down.
Some are red and some are brown.

Leaves

The leaves are dropping from the trees,
*("Flutter" fingers from up to down on the ground.)*
Yellow, brown, and red.
They patter softly like the rain. *(Tap fingers on floor)*
One landed on my head! *(Tap head)*

Falling Leaves

Many leaves are falling down
*(Flutter fingers from head down a few times)*
Yellow, red, and even brown.
Falling on the frosty ground;
Falling on the frosty ground.

(Cont. on next card)

Apples

High up in the apple tree
Two little apples smiled at me.
I shook that tree as hard as I could.
Down fell the apples –
Ummmm, Ummmmm. Were they good!

The Squirrel

These are the brown leaves fluttering down
And this is the tall tree, bare and brown.
This is the squirrel with eyes so bright
Hunting for nuts with all his might.
This is the hole where, day by day,
Nut after nut he stores away.
When winter comes with cold and storm,
He'll sleep curled up, all snug and warm.

**Play Season Lotto** (See card #52)

Squares contain pictures suggesting the different seasons; for example, a bare tree, a tree in full leaf, a tree with buds opening, a tree with leaves falling; spring flowers, snow, etc., etc.

**Try these with apples:**

Duck for apples.

Tie a string to the stem, hang up, try to bite into.

## Musical Activity

Have children perform a variety of body movements while listening to "Autumn Leaves" or a similar musical selection.

Take a trip to produce stand or farm for apples to be used in cooking activity.

Take a trip to an apple orchard where children can pick their own apples.

Keep a tree that changes with the seasons. You can make variously colored leaves that can be used to indicate the changing seasons. A real limb, stuck into sand or rocks, makes an excellent tree.

## THE STORY OF THE STAR IN THE APPLE

*(Have an apple or two in an apron pocket, with a knife)*

Once upon a time a while ago there was a little girl (can use any girl's or boy's name) who had nothing to do. She asked her mother what she could do, and her mother said to her, "Go out and find a little round, red house, with no doors, no windows, and a chimney on top, and a little star inside."

Where could she find such a house? The children tell her to go ask the postman, policeman, etc.

When you run out of friendly folk, the last one can say, "Go ask Granny who lives at the foot of the hill."

So the little girl skips to Granny's at the foot of the hill. "Granny, have you seen a little. . ." "No," says Granny, "Go ask the North Wind."

The little girl ran to ask the North Wind. The North Wind blew her to the top of the hill. On the top was an orchard. Something fell to the little girl's feet (an apple). "There's a little round, red house with a chimney on top, no doors, no windows. But how do I know there is a star inside?"

She ran home to her mother. "Mother, I found a little round, red house, with no doors, no windows, and a chimney on top, but how do I know a star is inside?" (Her mother (the teacher) cuts the apple open, and there is the star!)

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Children become aware of various jobs at local grocery store, as grocer, clerk, and cashier, through discussion and pictures.

Reinforce by trip to local grocery store or supermarket.

**Halloween ghost**

Per ghost: 1 Piece black construction paper 9 x 12
1 White facial tissue
1 2½" Circle made from white construction paper
Black crayon
Glue

Directions: Take one sheet of black construction paper. Glue paper circle in middle of paper. Make eyes, mouth, and nose on the circle with crayon. Dip center of tissue in glue. Place under "chin" on the black paper to form ghost's body.

**Miniature Halloween Pumpkins**

You need: Wanut half-shells, glued back together.
Orange tempera paint
Yarn
Construction paper

Dip walnuts into orange tempera paint. Use bits of yarn and construction paper to make a jack-o-lantern face on each walnut.

**Art Center**

Have materials available to children at easels to paint jack-o-lanterns: paper cups with green, orange, and black paint at each easel.

**Language Arts**

Dramatize how to go to the door and ask "Trick or Treat!" Stress saying "Thank you," not damaging anything, and not eating anything until arrival at home.

**Pumpkin Vine**

Students stuff small paper bags with newspaper. Paint outside of bag orange. Staple to already-made, green construction-paper vine on bulletin board. Label each pumpkin with the child's name.

Cut two pumpkins. Make one into a jack-o-lantern. Cut up other one to cook. (See Field Trip, card 45.)

Peel and cook pumpkin. Add sugar and spices. Let each child have a taste. Discuss taste of uncooked and cooked pumpkin and also the way they look and smell.

Filmstrip (with sound)

"Halloween" from series 6943, "Holidays: Histories and Legends" (6.57 minutes). Encyclopedia Britannica Education Corporation.

(or similar)

### Witches

One little, two little, three little witches
Ride through the sky on a broom.
One little, two little, three little witches
Wink their eyes at the moon.

### Jack-o-Lanterns

Five little jack-o-lanterns sitting on a gate.
The first one said, "It's getting late."
The second one said, "I hear a noise."
The third one said, "I hear a noise."
The fourth one said, "Let's run, let's run!"
The fifth one said, "It's Halloween fun."
Then "Oo-o-o-o-o!" went the wind, and out went the light,
And away ran the jack-o-lanterns on Halloween night!

1. **Pin the Tail on the Cat**

   This game is played by making a large construction-paper cat on poster board and a supply of tails with a pin at one end of each. The children are blindfolded, one at a time, and attempt to pin a tail on the cat. The closest ones win. (Young children have many winners.

2. **Guess the number of seeds** in a pumpkin. Then count them.

Song: Sing to the tune of "The Ten Little Indians"

**Halloween Witches**

One little, two little, three little witches *(Hold up hand in up-and-down motion.)*
Fly over hills, fly over ditches,
Slide down moonbeams without any hitches.*(Slide hand downward.)*
Heigh ho! Halloween's here!

Take a trip to local produce or grocery store with class. Compare sizes of pumpkins. Hold up various pumpkins. Have children guess their weights. See who comes closest.

Purchase two pumpkins for class use: one for jack-o-lantern, the other one for cooking. (See Food, card No. 40)

Pumpkin learning center. Use jack-o-lantern as center. Draw or cut out pictures showing growth cycle of pumpkin from seed to grown vegetable.

1. Discuss the meaning of Halloween.
   Why is it scary?
   Let children talk about how they feel when they are scared.

2. Discuss "real" and "make believe."
   How can you tell the difference?
   What is real and not real about Halloween?

3. Let each child tell what he/she would like to be for Halloween.

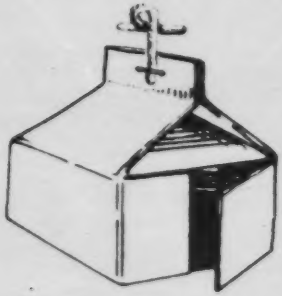
4. Dramatize how to go to the door and ask "Trick or Treat?"
   Stress saying "Thank you" and not bothering anything, not eating anything until children get home.

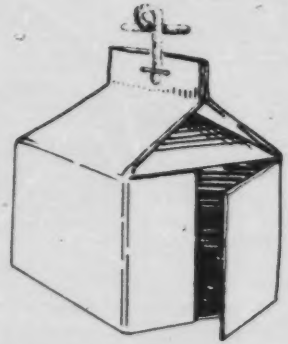
Learn about some workers associated with Halloween, such as costume maker, candy store owner, and candy maker.

**Barn:** Make a barn cut out of a pint or half-pint milk carton. Cut doors in one side and cover the "barn" with red paper. A pipe-cleaner weather vane can be stapled on top.

Make **clay animals** to go in the barn. Dry and paint.

Make **seed pictures.** Children choose a type of seed to paste on paper, then make a picture to show what grows from the seed.





**Library Center**

Display stories about farms and farmers for children to read.

**Block Center**

Add farm, plastic animals, implements, and vehicles to block center for children to use in dramatic play.

Make bulletin board of work done on a farm. Cut pictures from old magazines.

Make display of pictures of mother animals. Attach yarn to each picture. On other side, display pictures of baby animals. Match baby animals to mothers' pictures (one to one).

Play Farm Lotto.

Make lotto cards with pictures of farm items, e.g. barn, tractor, farmer, haystack, etc. Make each card with an assortment of 9 out of perhaps 20 pictures in all. Have several sets of matching, individual cards. Winner is whoever covers card first by drawing cards from main pile.

A supply of identical pictures can be found in the reading-readiness workbooks used in early primary reading programs.

1. Make **butter** by shaking cream in a jar. Take turns. Add salt and serve on crackers for a snack.

2. **Oats.** Discuss harvesting of oats. Show children pictures of oats in field or actual oats.

3. Make **oatmeal cookies,** using recipe.

OATMEAL COOKIES

2 cups sugar
Dash salt
1 stick margarine
½ cup cocoa
½ cup milk

Mix ingredients well and boil for 2 minutes. Remove from heat.
Add 1 cup broken nuts (if desired), 3 cups oatmeal (quick-cooking kind), 1 tsp. vanilla. Stir and drop on wax paper.

**Records:**

"Train to the Farm"
"The Carrot Seed"
The Children's Record Guild
T.S. Denison & Co., Inc.
321 Fifth Avenue South
Minneapolis, Minn. 55415

### 1. This Little Pig

This little pig went to market, *(Point to each finger in turn.)*
This little pig stayed home,
This little pig had roast beef,
This little pig had none.
This little pig cried "Wee, wee, wee," *(Run hand behind back.)*
All the way home.

### 2. Ten Little Ducklings

Ten little ducklings –
Dash, dash, dash –
Jumped in the duck pond,
Splash, splash, splash.
When the mother called them,
"Quack, q uack, quack!"
Ten little ducklings
Swam right back.

### 3. Little Calf

This little calf eats grass,
This little calf eats hay,
This little calf drinks water,
This little calf runs away.
This little calf does nothing,
But just lies down all day.

Learn words to "Old MacDonald." Sing as group, letting various children select what animal to sing about next.

Act out and sing "The Farmer in the Dell"

Take day trips to farms. Children can observe differences between types of farms, such as dairy, poultry, general, etc.

## Chickens and Eggs

Hatch fertile chicken eggs in an incubator. (Obtain from a hatchery. Get eggs that will hatch in a few days or a week.)

1. Turn eggs gently once a day.
2. Count days until chicks hatch.
3. Count chickens as they hatch.
4. Show children how to "candle" an egg (gently!)

Hold a drawing to determine which children may take a chick home. The only ones permitted to participate in the drawing are those who bring an assenting note from a parent.

Discuss farm experiences with children. See how much they know about farmers.

Match pictures of baby animals to corresponding full-grown animals.

Make a list of the different foods we get from animals.

If "F" sound has not been used, introduce it to go with "farm" and "farmers."

Have one or more of the following guests come to classroom to visit.

Farmer – general or specialist
Dairyman
Poultry farmer or producer of day-old chicks
Hardware store worker or farm machinery dealer or salesman
4-H leader
Food scientist or nutrition specialist or dietician
Nursery worker or florist

1. Take-home project (for weekend)

   A basic bird shape is sent home. Parents are requested to create a turkey with their children. A variety of materials can be used to create an interesting, collage-type turkey.

2. Children trace hand with fingers spread open. Thumb becomes turkey head, and fingers become feathers. Color as children wish.

3. Make drums out of small oatmeal boxes. Cover with colored paper. Use geometric shapes to make designs. Craft sticks or cotton swabs can be used for beaters.

4. Indian clothes can be made from men's old shirts. Cut off sleeves. Put on design with magic markers. Use hemp cord for a sash.

**Housekeeping Center**

Add Indian clothes and accessories to housekeeping center. An Indian puppet could also be added.

**Beach Center**

Put Indian canoes, toy Indians, teepees, in block center. A real tent might be put up for a few days.

**Display**

Ask the children to bring in any Indian objects they may have. Start a display of what they bring. Label each object. You will probably get arrowheads, dolls, bows and arrows, moccasins, bells (ankle), headdresses, etc.

Try to bring some real Indian art objects, or at least some pictures.

Plan a Thanksgiving meal.

If possible, let the children go to the store and buy the food.

Some ideas: nuts, berries, corn, turkey, fish, squash, etc.

See if the cafeteria workers will help cook the food. Parents could help.

**Filmstrip :**

"Squanto and the First Thanksgiving."
Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60514

Mr. Turkey went for a walk on a bright, sunshiny day,
And on the way he met Miss Duck.
Gobble, gobble.
Quack, quack.
And they both went on their way.

**Ten Little Indians**

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian children.

1. Draw basic bird shape and place on bulletin board.

   Trace children's stockinged feet on construction paper of various colors. These are "feet feathers."

   Staple "feet feathers" to bird shape to make turkey.

   Use counting – adding and taking away.

2. Take the children on a make-believe bear hunt.

1. Learn song and tune of "Ten Little Indians."

2. Use tom-toms. Let children take turns repeating a rhythm you clap. Example – three short claps, three long ones.

3. Teach an Indian dance. Learn the rhythm first by clapping. Then let children try to beat the rhythm with their feet. Then have them get up and do the dance with a measured, alternating-foot hop.

4. Pretend to be Indians walking through the forest, looking for food. Stress walking quietly so as not to scare the game.

5. Pretend to be Indians on horses, hunting deer or buffalo. Use galloping music.

1. Take a trip to a local museum to learn about early Indian inhabitants in the region.

2. Look for stones shaped like arrowheads to display in science center.

Make a table-top Indian village. Use teepees, canoes, clay bowls, people, all made by children.

Put together a totem pole. Use different sizes of spools. Paint different colors and designs. Glue one on top of another. Put in the Indian village.

1. Discuss the family organization of Indians. Introduce the words "papoose," "chief," "brave," and "squaw."

2. Write a story on chart paper, using words and picture-writing such as the Indians used. Let children dictate their own picture-word story for teacher to write (in pictures and manuscript). Read story back to children, with children's help.

3. Ask the children to compare their lives with that of the Indian child of long ago. Compare clothes, food, toys, houses, etc., through discussion and pictures.

Talk about modern careers of a back-to-nature sort – careers that an Indian might find suitable: guides for travelers in woods and on streams; forest rangers; naturalists working for U.S. Park Service; etc.

1. Make bells out of paper cups covered with aluminum foil.
   Decorate bells with magic markers.
   Hang bells on Christmas tree with yarn.

2. Make bells from tops of egg cartons (individual sections) decorate, and hang by string.

**Housekeeping Center**

Have small artificial tree put in housekeeping center for children to decorate during dramatic play.

Santa's workshop can be created in one of the play centers.

1. "Action" displays with which children learn, create, and express themselves.

"Stuff Santa's Tummy": Silhouette Santa and edge with tissue paper. Discuss holiday foods and nutrition, pasting picture cutouts on Santa's tummy.

"Time for You To Shine": Picture of Santa painting Rudolph's nose. When class is good, nose is covered with iridescent red cloth; when it's not good, cloth is removed. A gentle reminder about behavior.

"A Partridge in a Pear Tree": Children choose song characters and create their own pictures of them. Sing song and place pictures in turn on tree.

"Christmas Calendar": A large tree decorated with red balls (cardboard rounds, foil-covered on one side; days' dates (1–31) on other.) Each day turn over one date. May also be used as a counting exercise, to count the number of days to Christmas, for example. (cont. on next card)

**Bulletin Boards/Displays** (cont.)

2. These fun activities offer your class different ways of creating its own holiday display.

"Christmas Trees": Cut out triangle-shaped, colored-paper trees (young children may need a pattern or individual help); outline edges with glue and sprinkle with glitter. Arrange trees on white background. Cut title from black paper (glitter all over for effect), and attach over trees.

"On Earth Peace": Give each child a small plastic-foam ball(earth) and glitter (nice thoughts). Glue glitter to ball, attach string, and hang from small evergreen boughs stapled to top of board. Attach glitter-covered title.

**Christmas sugar cookies**

Use basic sugar-cooky recipe. Put dough in refrigerator overnight. Let the children cut out cookies, using various Christmas cooky cutters. Decorate with sprinkles. Bake. Eat for snack.

**Audiovisual**

Decca record " 'Twas the Night Before Christmas"

Procedure:

1. Play record for the children.

2. After playing record, ask each child what she/he likes best about Christmas.

**Santa Claus**

O, clap, clap the hands
And shout out with glee!
For Christmas is coming
And merry are we!

Now swift o'er the snow
The tiny reindeer
Are trotting and bringing
Good Santa Claus near.

Our stockings we'll hang,
And while we're asleep
Then down through the chimney
Will Santa Claus creep.

**Christmas Bells**

Hear the Merry Christmas bells
*(Pretend to hold bells in hand and shake)*
Ding-dong, ding-dong, ding-dong, dell.
Ringing while the children sing.
Ring, ring, ring, ring, ring, ring.

**Games/Toys**

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1. Play "Hide the Christmas Bell."

   Hide the Christmas Bell is played like "Hide the Thimble," using a bell instead of a thimble.

2. Invite mothers to come one afternoon with children.

   Demonstrate various toys popular with the children. Discuss what is meant by a child-safe toy.

1. "Jingle Bells." Teach words to song for use as rhythm exercise with various bells.

2. Teach assortment of Christmas carols to children.

   Write words to carols on experience charts, and follow words as songs are sung.

3. Procedure: Sing the following words to the tune of "Here We Go Round the Mulberry Bush." Plan actions appropriate to the words.

   We're dancing around the Christmas tree, the Christmas tree, the Christmas tree;
   We're dancing around the Christmas tree, early in the morning.

   We're skipping around the Christmas tree, the Christmas tree, the Christmas tree;
   We're skipping around the Christmas tree, early in the morning.

   We're picking up our Christmas toys, our Christmas toys, our Christmas toys;
   We're picking up our Christmas toys, early in the morning.

   We like to watch the snow come down, the snow come down, the snow come down;
   We like to watch the snow come down, early in the morning.

## Field Trip

Arrange a trip for class to visit Santa at a local department store.

Arrange a trip to see some appropriate Christmas display – department store windows, spectacular community tree, community lights, or other.

Christmas tree in Art center decorated with student-made decorations only. Here are suggestions:

**Snowman**

Cut a snowman out of heavy construction paper. Punch a hole in the hat for hanging yarn. Cover with elbow, shell, and bow-tie macaroni, glued on. Spray with gold paint.

**Angel**

Cut a 4-inch circle out of construction paper. Cut a slit to the center and glue it into a cone shape. Cover with aluminum foil if you wish. Cut out the head and halo and wings. Glue them on. Hang from a hook at the top. (cont. on next card)

### Santa Ornament

Cut two 4-inch circles of felt. Sew them together, leaving a small hole at the top. Turn right side out. Stuff with cotton, scrap fabric, or cardboard. Sew up opening. Fit on head; glue. Add cotton for beard and top of cap.

### Toy Drum Ornament

Make this from a film-roll container. Cut a circle of colored paper and stick it on the top. Using a sticky tape or thin strips of vinyl plastic, stick on a design. To hang, tie a knot in a piece of yarn and pull it through a hole punched in the top.

### String Design

Blow up a small, round balloon. Dip string into liquid starch and wrap it around the balloon. Let it dry. Open or pop the balloon and remove it.

**Reading Readiness**

1. Have children bring various bells from home. The children take turns telling about the bells they bring to school.

2. Write an experience chart about the different sounds of bells. Let children dictate.

3. Have the children close their eyes. Ring a bell and see if they can guess which bell it was.

4. Read and pantomime "The Night Before Christmas."

Invite a person who sells in a toy store or department store to describe the work.

Children enjoy making these clocks for the classroom.

1. **Grandfather clock:** Paint a tall, slender box, such as barbecue tools, bandminton sets, etc. are packaged in. Stand the box on end. Puncture a hole in the top and suspend two pine cones or painted spools on strings to serve as pendulums.

   Cut a sheet of lightweight cardboard several inches wider than the width of the box. Draw a clock face on the cardboard. Score cardboard and fold back the excess margin on each side so the cardboard fits the box.

   Tape the face to the upper front of the box.

2. **Wall clock:** Draw a clock face on the back of a paper plate. Cut hands out of lightweight cardboard. Fasten the hands to the face with a brass paper fastener so the hands will turn freely.

Time Center in library corner:

Using a large Judy* clock, point out the time of each activity. Show on the clock when the activity starts. Let children move the hands in imitation. (Only a few will understand completely the concept of time.)

Have various books on clocks and time for children to read.

* Available from any preschool equipment distributor.

## Bulletin Boards/Display

Bulletin Board: Display a succession of pictures of scheduled activities including free play, in the order of their daily occurrence. Have construction-paper clocks showing the time each activity takes place.

Make one round layer cake or individual cupcakes from a basic recipe. Indicate a time on each with icing. Discuss with children prior to eating snack what time is shown on the cake.

Make clock cookies, using 12 M & M's as symbols so children become aware of 12 symbols on the face of the clock.

Using tune of song from Hap Palmer's *Learning Basic Skills Through Music,* Record Volume 1 called "Marching Around the Alphabet,"* have children march around large wrapping-paper clock on floor. When the whistle in the music blows, the children stop. The teacher points to one child, who tells the number s/he is standing by.

* Educational Activities, Inc., Freeport, N. Y. 11520

## I Have a Little Watch

I have a little watch right here. *(Make a circle with thumb and forefinger)*
Hold it way up here near your ear.
Hear it tick, ticking fast.
It tells us when our playtime's passed.

## The Clock

With a tick and a tock and a tick and a tock *(Arm moving as pendulum, clucking tongue in time, "tick-tock.")*
The clock goes 'round all day. *(Circle for "round")*
It tells us when it's time to work *(Turn)*
And when it's time to play.

**Hickory Dickory Dock game**

Have children stand in a circle. Chant the rhyme to these motions.

Hickory, dickory, dock. *(Take a step to right, left, then right.)*
The mouse ran up the clock. *(Take short running steps.)*
The clock struck one *(All stop.)*
And down he run. *(Children take short running steps.)*
Hickory, dickory, dock.

Teach the song "The Clocks" from "Songs for the Nursery School," by Laura Pendleton McCartney (Cincinnati, Ohio: Willis Music Company, 1937)

**Musical Record/Cassette:**

Song and activity, "Paper Clocks." Activity described in a teaching guide that accompanies the record. From -- *Learning Basic Skills Through Music,* vol. 2, AR 522-1 (33 1/3rpm)

Hap Palmer Educational Activities, Inc.
Box 392
Freeport, N.Y. 11520

## Field Trip

1. Take class on trip to a store or a department store where clocks are sold. Prearrange for children to see a variety of clocks at store.

2. If your town has a large chime clock on top of a building, arrange trip to visit clock at time chimes are rung.

3. Visit jeweler or clock-repair store.

**Learning Center**

Center displaying various ways of telling time: by clocks, sundials, sand timers, etc.

Display various methods of measurement: rulers, tape measures, metal tapes, yardsticks, metric tapes and meter sticks.

Read Book:

Lionni Leo, "Inch By Inch." Astor Book, 1960.

In this illustrated book we follow an inch worm who is demonstrating his usefulness in measurement and thus saves his life from a hungry robin.

## Career Awareness

1. Invite surveyor to class to tell about the occupation and measure the room.

2. Talk about radio announcers and TV personalities who have to start and finish "on the second."

3. Invite watch repairer to bring in a clock and take it apart so class can see inside works.

**To make paper snowflakes:**

Use large squares of thin paper. Fold a square through the center, then again in half. This will divide paper into fourths. (Fig. 1.)

Fold the quarters into thirds and cut the bottom off. (Fig. 2.) Then sketch the open portions of a snowflake, as shown in Fig. 3. Cut out these portions. Open.

Instead of sketching, you may cut free-hand. Make several narrow slashes in from the edges to give the snowflake a light, airy look. Cut and unfold. (Fig. 4.)

**Paper-Chain Snowman:**

1. Save all scrap white paper you can collect. Cut paper into 1 X 8 strips and allow the children to make paper chains in their free time.

2. Help children tape the paper chains around a large cardboard box. The children will wonder just what this paper-chain box is, but tell them it's a surprise.

3. Fill two paper bags, one larger than the other, with crumpled scrap paper. Tape them onto the chain-around box and wrap the remaining paper chains around them. Your class has a huge paper-chain snowman

4. You may add the snowman accessories yourself, with the children helping.

5. If snowman is placed on floor or table, place on large white sheet. If on floor, children can take shoes off and use as "reading" corner while sitting in the "snow."

## Skating Scene

To make a winter skating scene, try using a piece of aluminum foil cut to desired shape for an ice rink. Add a few construction-paper skaters, some cotton balls for snow, plus additional winter features.

## Marshmallow Snowman

1. Take regular and miniature marshmallows, toothpicks, colored construction paper, ready-made gel icing in a tube, and tape.
2. Make the snowman's body from three regular marshmallows put together with toothpicks.
3. Make an arm from two miniature marshmallows on a toothpick. Make two arms and push picks into middle marshmallow.
4. Make a hat from construction paper.
5. Draw face on snowman with gel icing.
6. Warn children about toothpicks when eating their "snowmen."

Record:

"Winter Days"

Young People's Records
T.S. Denison & Co., Inc.
321 Fifth Avenue South
Minneapolis, Minn. 55415

"The Snowy Day," by Ezra J. Keats. Viking Press, New York, 1962

**Fingerplays**

**Snowflakes**

Snowflakes whirling all around, *(Fingers fluttering from above slowly to ground)*
Snowflakes whirling all around,
Until they cover all the ground. *(Show how.)*

**Big Hill**

Here's a great big hill. *(Extend one arm at side to make a hill.)*
With snow all over the side.
Let's take our sleds *(Place other hand on opposite shoulder, palm down)*
And down the hill we'll slide. *(Slide hand down arm.)*

Make four construction-paper snowmen. Teach children the poem, "Four Little Snowmen." Have children take turns holding paper snowmen and saying/acting parts.

Four Little Snowmen

Four little snowmen, happy and gay.
First one said, "What a beautiful day."
Second one said, "We'll never have tears."
Third one said, "But what will happen in May?"
Fourth one said, "Look, we're melting away!"

**Participation Record:**

"Winter Fun"
Young People's Records
T.S. Denison & Co., Inc.
321 Fifth Avenue South
Minneapolis, Minn. 55415

1. Take a nature walk. In circle, discuss signs of winter.

2. Draw picture of a winter walk. Have children take imaginary field trip.

3. At first snow, dress children warmly and walk in school playground. Try to catch snowflakes and examine them with magnifying glass.

4. Visit local store or nursery that may have a special "Winter Wonderland."

5. Visit local indoor or outdoor ice skating rink. Children skate or walk (and slide) on ice.

Have "Snow Means" chart on science table. Have children collect articles that illustrate winter, both from nature (branch, no leaves) and objects such as mittens, etc.

### December

A little boy stood on the corner
And shoveled bits of dirty, soggy snow
Into the sewer
With a jagged piece of tin.
He was helping spring come.

### Snow Sentry

See the snowman
all in white,
standing still
and silent-like,
as soft snow
settles, oh so light
on this cool,
long, frosty night.

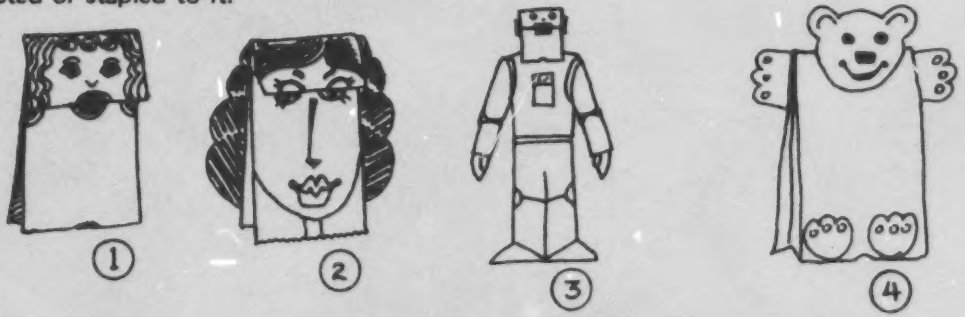
Crystal flakes spin
round and fall,
covering him
beyond recall.
Still he'll stand,
sentry tall,
keeping night-watch
over all.

1. Ask an employee from department of public works or road department to speak to children on the adventures in plowing roads. If possible have truck with plow attachment brought for children to see.

2. Invite ski instructor to show slides or skiing.

**1. Paper Bag Puppets:**

Illustrations 1 through 3 are made from flat-bottomed grocery bags available from any supermarket. The hand is inserted into the bag opening, and the eyes or mouth are moved by bending the fingers around the bottom crease. The puppets can be decorated with construction paper, magazine pictures, yarn, cloth scraps, newspaper strips (for hair), tempera paints, or crayons. Puppet 4 is made from a different type of bag with extra parts pasted or stapled to it.




**2. Shakers:**

Tape or staple two paper plates together. Fill with white, navy beans. Attach tongue depressor for handle. Use in rhythm band.

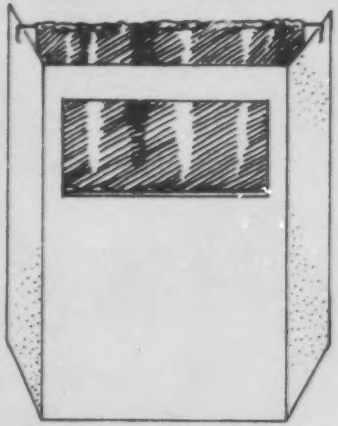
**Reading Center**

On table have a variety of hand or finger puppets, of people and animals. Have stage made from large carton (see attached). Children can role-play or act out favorite story.

**Music Table**

Set aside day in week for rhythm band. Vary instruments so children do not get bored.

Encourage marching while playing for large-muscle development and motor skills.



A grocery-store carton, as shown above, makes a good theater for children. Shipping tape can reinforce the edges. Heavy twine can lace the two outside panels with the center, allowing the puppet theater to be folded together for storage. A notched pole across the top adds stability and also serves as a convenient backdrop.

**Music Bulletin Board**

Show a variety of a particular type of instrument, such as string, percussion, etc. Label for word association.

**Puppet Board**

Have puppets hung on board depicting favorite or familiar story. Children may take off hooks to play out story. Be sure to have read story several times, so children are familiar with the characters and sequences.

**Musical-Instruments Cookies**

Using basic cooky recipe for cut-out cookies, let children make cooky of a favorite instrument. Use at snack time.

**Drum Cake**

Using basic recipe, decorate cake as a drum.

Play musical action games found in Hap Palmer's "Learning Basic Skills Through Music," Volumes 1 and 2.*

* Educational Activities, Inc., Freeport, N.Y. 11520

**Tape Recorder**

1. Record singing and use of rhythm instruments, such as with "Jingle Bells."

2. Record children singing songs.

"Who's Knocking at My Door?"

Sing "Who's That Knocking at My Door?" *(Making Music Your Own,* by Mary Tennen and Imogene Hillyard. Silver-Burdett, Morristown, N.J. 1 971)

1. Choose one child to knock.

2. Teacher and group all sing: "Who's that knocking at my door?"
   Child knocks 3 times while groups sings.

3. Child who is knocking replies to question with his/her name.

4. Group substitutes child's name in song.

5. Child picks the next "knocker."

**Musical Experience**

1. Teacher hums or plays a song familiar to children.

2. Child either gives the name of the song or sings part of it to show recognition.

3. A child who guesses may have another turn.

**Variation:** Children close eyes and teacher plays or sounds some musical instrument kept on musical table. Children guess the instrument.

1. Arrange in advance a visit to a store that sells musical instruments.

2. Attend musical program for children. Check entertainment section of local newspaper, especially around holidays.

1. Display of instruments used by various ethnic groups and countries.

2. Display of various types of puppets.

3. Materials from which children each week can make a different kind of puppet.

1. Teacher teaches song and words to "Old MacDonald Had a Farm" and shows pictures of animals as they are mentioned.

2. Children learn the song and sing along with the teacher.

3. The teacher shows the pictures, and children get the cue from the pictures and sing or make the sound of the animal.

4. Pictures may be distributed among children. As his/her animal is mentioned, the child raises the picture and gives the appropriate name and the sound for it.

1. **Visiting musical artist**

   Children can observe and touch instruments and possibly hear the tuning of an instrument. They can hear music familiar to them played on a "different" instrument.

2. Invite puppeteer to visit class and present puppet show.

February Make-It Fun – **Heart Necklace**

Use a piece of string large enough to slip over the head. From felt or stiff paper cut two hearts of same size. Glue a heart to the string. Glue the other heart on top of the first, with the string in between them.

Cut out more pairs of hearts and glue them to the string in the same manner. Continue until the necklace is completely covered with hearts.

**Art Center**

Have a large collection of materials such as doilies, fabric scraps, ribbons, etc. Have samples of valentines made from such materials. Encourage children to create collage materials into valentine cards.

**Block Center**

Construct post office to mail class valentines. Make it out of cardboard carton.

**Love in Any Language**

Decorate your Valentine's Day learning center with a bulletin board that spells LOVE in many ways. Here for example, are some of the ways to say "I love you" that you might want to include:

| | |
|---|---|
| English: | I love you |
| French: | Je t'aime (zhuh TEMM) |
| Italian: | Lo t'amo (EE o tee AH moh) |
| Spanish: | Yo te amo (YOH teh AH moh) |
| Hebrew: | Ani ohev otach (ah NEE o HEV o TACH) |
| German: | Ich liebe dich (eesh LEE beh deesh) |
| Japanese: | Watakushi-wa anata-wo ai-shimasu (wa-ta-koo-SHE-wa an-AH-ta-o ah-e-she-MAH-sue) |

## Valentine Cookies

Make valentines that are good enough to eat. Choose a simple butter-cooky recipe that can be rolled and cut with a cooky cutter. Use a heart-shaped cutter.

Give each child a turn in helping to roll the dough and cut own cooky. After cookies have cooled, they can be decorated with a fine (and clean) paintbrush dipped in egg yolk mixed with cherry juice. Or decorate with tubes of colored icing.

Filmstrip on the mail carrier and other workers for the Postal Service. Library should have a series on community workers.

**Fingerplay**

**My Valentine**

I'll make a great big heart of red *(Arms bent together over head for heart)*
And write upon it, too. *(Pretend to write.)*
I' ll give it to the one I love *(Give it away.)*
I know you can't guess who! *(Wink.)*

**A Valentine for You**

A valentine for you, *(Point to classmate. Pretned to give valentine.)*
A valentine for you, *(Point to a classmate. Pretend to give valentine.)*
A valentine, a valentine, a valentine for YOU! *(Point and give valentine.)*

**1. Heart puzzle**

A child cuts a large heart from oaktag and decorates it with a special valentine message to a particular friend. Next, s/he lightly draws a jigsaw-style pattern on it and then cuts along the lines to make a real puzzle of it. (For younger children limit the number of puzzle pieces to about 10.) The puzzle maker puts the valentine puzzle into an envelope and gives it to the chosen friend, who then must assemble the puzzle in order to read the message.

**2. Fitting the right heart**

Prepare enough heart-shaped oak-tag templates, all different sizes, to give each child a template. Spread the cutout hearts on the table. Have children take turns selecting the heart that will fit their template. If a child makes the wrong choice, the heart is returned to the pile before the next player makes a selection.

### Valentine Song

I'm going to make a heart of paper
And put it all together with glue.
Valentine's Day is giving me a nice way
To say that I like you.
Take a lot of love and take a lot of care
And put them in an envelope.
Add a wish that there will be much we can share,
And seal them up with hope.
You mean a lot to me.
I'm glad you're a friend of mine.
This I hope you'll see
When you read my valentine.

(Repeat all; then repeat first four lines)

From: *Holiday Songs and Rhythms* (Record/Cassette AR 538-1, 33 1/3rpm)
Hap Palmer Educational Activities, Inc.
Box 392, Freeport, N.Y. 11520

Songs for Valentine's Day: "The Postman," "I've a Secret," "Love Somebody."
From: *Making Music Your Own*, By Mary Tennen and Imogene Hillyard. Silver-Burdett, Morristown, N.J., 1971.

Make a valentine card for parent. Take a field trip to nearest post office to mail valentine cards.

Have learning center show, through pictures or models made from small boxes and/or milk cartons, what happens to a letter (valentine) mailed by one person to a friend in another city. (Have mail go by mail carrier to post office to mail truck to post office to mail carrier to friend's mailbox.)

1. Read valentine card to the children. Display the card and show where the message is written. Ask how the written message could be sent to a friend. Then have the children tell how they could give a valentine message to someone if they did not have a card to send. After the discussion, have individuals use real or imaginary telephones to express valentine thoughts.

2. With class, write an experience chart of "Valentine Resolutions." The list should include things the children promise to do to show their love to members of family and friends.

1. Have mail carrier visit in uniform and tell about his/her job.

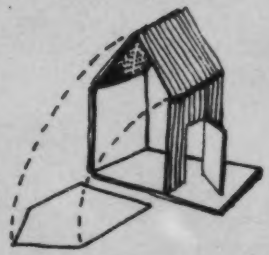
2. Have a card salesperson come, emphasizing valentine cards.

## Build a Log Cabin

Abraham Lincoln was born in a log cabin. So were many other Americans before and after his time. Show your youngsters how to make a log cabin using the outer container (sleeve) of a carton of four light bulbs.

Cut the container in half. (One container makes two cabins.) Slit open along one side. Reverse the creases and fold into the same rectangular shape as before. The corrugated side is now on the outside, so as to resemble cabin logs.

Crease one side to make the ridge of the roof. Move walls in as shown, leaving a "stoop." Cut a door out of this wall. Tape wall to floor.



On construction paper trace shape of the end walls of the cabin. Cut out the walls and tape them to "log" sides.

By grouping cabins, you can have a whole frontier village.

**Block Center**

Have Lincoln Log sets or similar. Children can role-play building cabin Lincoln grew up in as a boy.

**Science Center**

Display of cherry tree and its seasonal changes till it bears fruit. Make sure children are familiar with story of the young Washington.

## Lincoln's Boyhood Home

Lincoln's cabin is a good subject for a winter landscape design from cut paper. Choose a dark color for a background and paint on a snowy foreground. Cut trees and cabin details from colored paper. Use corrugated cardboard for texture of logs.

**White House Cake**

Using basic white cake recipe, make decorated replica of White House. Explain to children that this house is the home of the President.

Show pictures of White House and current President.

Pretend birthday party for George Washington and Abraham Lincoln. Tell why we celebrate their birthdays.

1. Show silhouettes of Lincoln and Washington.

2. Use overhead projector or strong light from another source to throw the shadow of the child's head on the wall. Place paper on wall and outline child's silhouette.

Read at storytime:

d'Aulaire, Ingri and Edgar P., "Abraham Lincoln." Doubleday, New York, 1957.

d'Aulaire, Ingri and Edgar P., "George Washington." Doubleday, New York, 1976

1. Teach words to "Yankee Doodle."

2. Explain why it is a patriotic song.

3. Have children take turns pretending they are Yankee Doodle and ride two pre-made broomstick ponies around circle of singing children.

Teach words and music to "My Country 'Tis of Thee" or "America"

## Field Trip

Visit local historic house that would have replicas of objects used during George Washington's and/or Abraham Lincoln's time.

## Learning Center

Have a learning center of Washington, D.C. Pictures of famous buildings such as White House, Lincoln Memorial, Washington Monument, etc.

## Reading Readiness

Make word cards of following words: flag, star, blue, red, stripe, pole. Have children identify each on a real flag.

For teacher's reference:

"Our Flag"
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20025 (24pp. $.25)

Gives history of our flag with full-color sketches. Gives rules for handling and displaying flag.

1. Have a local government official visit, such as mayor (if possible). Compare his job to President's.

2. Have election worker talk about voting for different officials in government.

1. **"Different People" Collages**
   Explain and discuss how children are different from each other, e.g., blue eyes, brown eyes; tall, short; straight hair, curly hair; etc.

   Have children find pictures in magazines of all types of people. Cut out pictures, and paste them up into collages.

   Discuss collages. Find similiarities and differences in the people shown.

2. **Green Collage**
   Explain that green is symbolic color for St. Patrick. Children make picture collage of green things.

3. **Patterned Shamrocks**
   Overlap three hearts on white construction paper to form a large shamrock. Add stem. Then use all different shades of green crayon to create many various patterns to fill in the entire shamrock. Cut out when completed.

**Housekeeping**

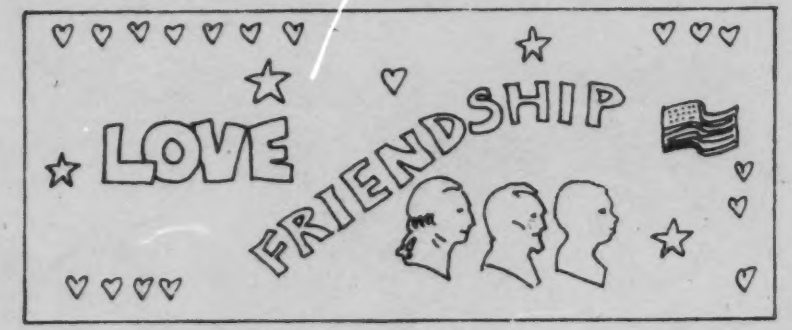
Have one day when just children with light-colored eyes play in housekeeping center, and one day just children with dark eyes.

Both days, have something really exciting to do.

Next day, discuss in circle how children felt on day they were not allowed to participate. Emphasize that people should not be excluded due to differences.

## Friendship

1. Create a bulletin board something like that shown here, using red, white, and blue designs cut out of construction paper. Use silhouettes of such advocates of mutual understanding as Martin Luther King, Jr., Abraham Lincoln, and George Washington.



2. Catch an Elf

To create a picture on a bulletin board pin a construction-paper tree trunk and branches on the board. Add small shamrocks to the branches to form the leaves. Include several stones or rocks of different sizes and a sack of gold. Pin magazine pictures of a boy and girl in the setting. Introduce the word "leprechaun" and its meaning. Explain to the children that the boy and girl in the picture are trying to catch a leprechaun.

### Flag Cake

Discuss how flag is a symbol of our democratic society.

Use basic white cake recipe. Bake in loaf pan. Decorate as flat.

### Shamrock Cookies

Use basic sugar-cooky recipe. Cut out shamrock-shaped cookies. Cover with green sprinkles or color dough before rolling with green food coloring.

Show filmstrip on Martin Luther King, Jr. (Local libraries vary as to which series they have.)

Listen to record of Irish songs. Learn one.

1. Tell and make flannel-board story of how St. Patrick drove snakes from Ireland. Make snakes out of construction paper. Have one child be St. Patrick.

2. Read: "Do You Know What I'll Do?" by Charlotte Zolotow, Harper & Row, New York, 1970

Who can put Humpty Dumpty together again?

Make a very large Humpty Dumpty out of construction paper. Cut into enough puzzle pieces for small group. Give each child a piece. Emphasize that, by working together, the puzzle was solved.

Point out that life involves working with other people to get things done, and the importance of getting along well with all different kinds of people.

Learn song with a friendship theme, such as "Black and White," sung by Three Dog Night. Dunhill Record Co., N.Y.C. (45 rpm)

Teach children Irish folk dance, such as Irish jig.

1. Visit another class to make new friends.

2. Visit a store with St. Patrick's display.

1. **Symbols of St. Patrick's Day**
   Make a cottage out of a box lid. Cut it to shape and "thatch" it with packing excelsior. Cut construction paper into a shamrock chimney, door, and window. Leprechauns can be cut from lightweight cardboard and glued to square pieces of green plastic foam so they can stand.

2. **Display of Martin Luther King's life.**

Collect a lot of St. Patrick symbols (shamrock, pipe, hat, pot of gold, leprechaun, etc.). Make word cards (with children's help) that match the pictures, to reinforce word association.

Teach concept and word "friendship."

Have priest, rabbi, or minister visit class and tell about his/her job.

### Umbrella-Shape Pictures

Cut umbrella shapes from shiny wallpaper samples. Give each child a shape. The children place an umbrella on paper and draw a picture around it. Then they paste the umbrella in position. Record the child's dictated sentence about the picture at the bottom of the paper.

**Housekeeping**

Have various seasonal types of clothing available. Put up a symbol such as rain drops, large sun, wind blowing, dark clouds, etc.; then children can role-play how to dress.

## Four Seasons

Have bulletin board showing how the same tree (e.g., a maple) would look during the four seasons. Correctly label each season.

Serve a combination of hot and cold drinks. Discuss with the children which they would prefer, according to the day's weather. Excellent to do on a very cold day and a very hot day.

Filmstrips on the four seasons. There are various series, at least one of which should be available at the local library.

## Raindrops

Rain is falling down, down to the ground.
*(Raise hands and flutter fingers to the floor and tap.)*
Pitter, patter, pitter, patter.
Rain is falling down.

1. **Tree Toss**

   Make a large cardboard tree. Change leaves according to current season. Make a hole in tree. Children throw bean bags through hole.

2. **Follow the Leader**

   Lay several lengths of yarn on the ground or floor in the shape of rain puddles irregularly spaced. Have the children play Follow the Leader. The leader jumps over some puddles and into others.

1. **Umbrella Rhythm**

Clear a large area or use the stage for this activity. Secure three umbrellas and a recording that has a moderate tempo. Give the umbrellas to three children. Ask them to show antics that can be done with the umbrellas (twirling, letting it up and down, using it for a walking cane, etc.). Then play the tune while each performer does five different actions with the umbrella before the music stops. Stop the music and give the umbrellas to another group. Watch for unusual or different antics that can later be combined for a rainy-day dance.

2. **The Wind I Like**

Mis-ter Wind is a fun-ny clown.
He blows things up, and he blows things down.
He blows to the left, be blows to the right.
But the wind I like, flies my kite.

1. Take a rain walk on a warm day. Make sure children have proper attire.

2. Go cloud-watching on playground. Write an experience chart on the trip.

**Science**

In science center, show how rain is made.

**Moving-Air Experience – The Outdoors as a Learning Center**

Go out of doors on a windy day. Children observe what is happening – trees swaying, papers blowing. Class-made streamers of crepe paper can be used in classroom for children to bring their observation of moving air into the classroom.

1. Read "Drops and Splashes" by Vivian Gouled.*

   I like to see the dots and dashes
   From little drops and bigger splashes
   When rain slides down the windowpane.
   It's nice indoors to watch the rain!

   Have the children listen for the rhyming words in the poem. Ask for other pairs of rhyming words that make them think of rain. Write the words on the board.

2. Read "Rain Drop Splash," by Alvin Tresselt. Lothrop, Lee and Shepard Co., New York, 1963.

* From green-page section of magazine *Early Years*. Allen Raymond, Inc., Darien, Conn. April 1976.

Watch weather report on television. Discuss job of weather forecaster.

Discuss occupations that are greatly affected by the weather:

Farmers
Police Officers
Mail Carriers
Construction Workers
Fishermen
Truck and Bus Drivers, etc.

1. **Firetruck**

   Make firetruck out of milk carton.

2. **Fire Fighter Puzzle**

   Have a quantity of outlines of a firefighter with diagonal lines cutting across, as shown. Children color, then cut paper into pieces (no more than six large pieces), following the lines. The pieces are put into an envelope and taken home for working.

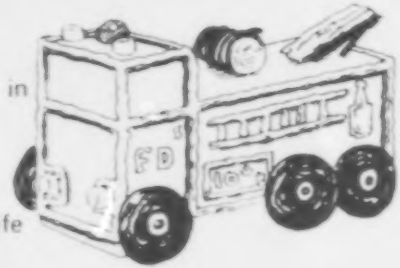
**Block Center**

Make firehouse and firetruck out of cartons. Children pretend to be fire fighters putting out fires in block buildings.

### Fire Safety Rules

Emphasize a new rule each week for a month. For example, DO NOT PLAY WITH MATCHES.

### Fire Truck Cake




Use double quantity of basic white cake recipe made in four square pans.
Put together with thinned white icing.
Decorate as shown.

Wheels are chocolate-covered doughnuts trimmed with Life Savers.
(The front and back of the truck rest on slabs of cake.)

Filmstrip on **The Fire Fighter**. Some series on community workers should be available at local library.

## The Fire Fighters

Ten brave fire fighters *(ten fingers straight up)*
Sleeping in a row. *(fingers flat out)*
"Ding" goes the bell! *(clap hands)*
Down the pole they go! *(motion of going down pole)*
Jumping on the engine, *(motion of driving)*
Oh, Oh, *(hands shaped like hose)*
Putting out the fire, *(hissing sound like water)*
Back home so slow, *(driving motion, slow)*
All in a row.

**Song Game**

(To the tune of "In and Out the Window")

We're going to the fire (3 times)
In our big fire truck. (1 time)
We're driivng on the highway (3 times)
In our big fire truck. (1 time)
We're putting out the fire (3 times)
In our big fire truck. (1 time)
It's time to change the driver (3 times)
Of our big fire truck. (1 time)

Directions: Children stand in circle. Four are chosen, one as driver. Each holds on to waist of child in front. Children, as truck, move in and out of circle formed by rest of children. When verse is over, children that were truck choose four more. Game is finished when all have had a turn.

**To the tune of "Three Blind Mice":**

Three brave fire fighters, three brave fire fighters –
See how they run. See how they run!
They ran when they heard the siren wail,
And each had water in a pail.
Did you ever hear such a wonderful tale!
Three brave fire fighters!

Visit local firehouse.

Display of tools and uniform of local fire fighters, e.g., helmets, boots, hose, model truck.

**Word association:** Label parts of fire fighter's uniform and equipment associated with the job.

Have fire fighter visit class and discuss the duties of the job.

Have fire truck brought to school, with children allowed to explore it under supervision.

1. **Spring in Paints**

Flowers, birds, and animals are all good subjects for simple tempera paintings. If children have much trouble with the paint's "running," have them paint on the floor or at a large flat table. Keep paint consistency fairly thick rather than watery. After paintings dry, cut out image and paste on construction paper. Try it on different colors before final pasting to background.

2. **Happy Eggs**

Discarded "L'Eggs" stocking containers are covered with small scraps of colored tissue paper fastened down with polymer-medium or thinned-white glue and placed in a bowl. They could also be glued to a plaster of paris base. Then the fun begins. Easter things are carved from soap, or glued together from scrap materials, or molded in papier-mache and placed in the eggs.

3. **Decorated Egg Tree**

Decorate eggs for the egg tree. Ask the children to bring four or five blown-out eggs to school. Send a note home explaining how to blow out eggs: Puncture a hole in each end of a raw egg with a needle. Blow through the hole at one end, and the egg contents go out the other end. The eggs can be used in cooking.

The eggs can be decorated in a number of ways. Two ways are described below. Insert a pipe cleaner in one of the puncture holes of each decorated egg and hang the eggs from the egg tree.

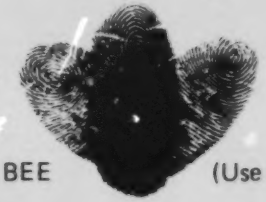
a. Cover the egg with wheat paste and apply scraps of tissue paper in various colors. The overlapping colors create new shades and give the egg a patchwork effect.

   or

b. Paint the egg with tempera paint, using a small brush. Use light colors – orange, yellow, lime green, pink, turquoise. Let dry. Glue bits of lace and rickrack to the eggs. Local stores often have old odd pieces they will give you for such projects.

**Fingerpainting animal creatures**

Here's what you need:
1. an ink pad
2. paper
3. your fingers



BEE (Use thumb prints)

Make prints with the tips, pads, sides of your fingers, or with the side of your palm, of your pinkie, or the heel of your hand.

To make a tip-first print: ink the tip and the pad of your finger. To print, press tip on paper first and then, without lifting finger from paper, press pad part down.

**1. Animal of the Month**

Have the children draw a rabbit with crayon. Display their drawings along with pictures of real rabbits. Have the children tell how the real rabbits differ from the ones they drew.

Provide facts about the rabbit: It is born naked and blind. It lives in a little scooped-out place in the ground. Discuss why rabbits and people are often enemies.

Invite a parent or a pet-store owner to provide a tame rabbit for the class to observe for a day.

**2. Match Mother and Baby Animals (Use pictures)**

| | |
|---|---|
| Horse | Calf |
| Cow | Puppy |
| Dog | Foal |
| Cat | Kitten |
| Hen | Chicks |

## Animal Cookies

Use basic butter cooky recipe. Children roll out dough and cut out animal shapes. When cool, decorate with icing.

Filmstrips on various animal tales, such as "Peter Rabbit." Various series are available, and one should be in your local library.

### Five Little Kittens

There were five little kittens.
One little kitten went to sleep,
Two little kittens went to sleep,
Three little kittens went to sleep,
Four little kittens went to sleep,
Five little kittens went to sleep.
All the kittens were fast asleep!

### My Little Kitten

My little kitten ran up a tree
And sat on a limb to look at me.
I said, "Come, kitty," and down she ran
And drank all the milk I poured in her pan.

## Rabbit Relay

Circle "Easter" on the calendar. Remind the children that colored eggs, the rabbit, and a basket are associated with this special day.

Secure four baskets. Cut out four sets of 6 construction-paper eggs. Make each set a different color. Have the children assemble in four groups. (If more than 6 members are in a group, add more eggs to the basket so that there is one for each child.)

Each group lines up single-file at one end of the room. At the other end of room, opposite each group, draw a horizontal chalkline on the floor. Give the first player in each group a basket of eggs. On signal, those players hop to the chalkline, remove an egg from the basket, place the egg on the line, and hop back to the starting point. Each first player gives the basket to the next player, who repeats the procedure. (The first player hops to end of line.)

The group wins that first places all its eggs on the line, and all the members are standing in their original positions.

The children are in a circle with hands together up high. One child is a bluebird and walks in and out, underneath the "arches," as the children sing, "Blue Bird, Blue Bird, In and out my window" (3 times), "Oh, Johnny, I am tired."

While the children are singing the next verse, the "bluebird" stops and taps a child on the shoulder.

"Take a little friend and tap her (him) on the shoulder" (3 times), "Oh, Johnny, I am tired!"

The person tapped becomes the bluebird, and the game starts over.

Visit local pet shop.

Visit an animal farm such as a dairy farm.

**Science Center**

Display pictures of food products that come from various animals.

Display of animal families, with word cards for adult animals and their young.

Display of animals and homes they live in.

**Books**

"The Golden Egg Book." Golden Press, Western Publishing, Inc., Racine, Wisconsin, 1973

"What's Inside: The Story of an Egg That Hatched," by May Garelick. Scholastic Book Services (50 W. 44th St.), New York, 1970

Possible candidates to visit and address class include:

Pet store owner or assistant
Veterinarian or assistant
Animal caretaker for scientific laboratory
Worker at stables

1. **Gift for Mom**

Have each child bring an empty bottle to school, preferably of an attractive shape. Next have the children tear pieces of masking tape about 2 or 3 inches long and place them on the bottle until it is completely covered. Select a color of shoe polish (paste) and rub it into the masking tape with an old rag. Coat with shellac.

Bottles can be used as candleholders, vases for ivy, or decorative pieces.

2. **An earring holder for Mom**

Decorate a styrofoam egg container by gluing on uncooked macaroni (or old jewelry). Using gold or silver spray paint, spray it inside and out.

**Housekeeping Center**

Set a table for several people, using toy dishes. Ask for volunteers to be mother, father, daughter, son, and baby. Have these players give impromptu dramatizations using the table setting as the scene. Give suggestions or ask leading questions of the characters if they need ideas.

Create other settings for dramatizations: basket and items for a picnic; pan of water, dishes, dishcloth, and towel; large shopping list, carton of empty soft-drink bottles, cart or shopping bag, wallet or purse, coupons.

Designate various family groupings: grandmother, mother, child; father, three children; etc.

**Mothers Are Love**

Pictures showing various chores and pleasures of mothers

## Food

For snack time have four mothers of children as guests, and prepare something special for them as a surprise.

## Audiovisual

1. Filmstrip on Family. Series vary; local library should have one.

2. **Filmstrip:**

   "Mrs. Hen's Easter Surprise"
   From: Society for Visual Education
   1345 Diversey Parkway
   Chicago, Ill. 60514

## My Family

This is my mother, kind and dear; *(Make fist; then show thumb.)*
This is my father sitting near. *(Show each finger in turn.)*
This is my brother, standing tall;
This is my sister who plays with her ball.
This is the baby, littlest of all.
See my whole family, large and small! *(Wiggle all fingers.)*

**Pantomine**

Have each child pretend to be his/her own mother. Have other children guess what "mother" is doing.

**Telephone**

Set children in small circle. One child whispers something that mother does to the next child. The message passes around circle. At end, last child announces the message that came through, and first child announces the original message.

## Musical

Select a tune familiar to all children, such as "Mulberry Bush." Write new words turning it into a Mother's Day song.

*Be creative!*

## Field Trip

Take a walk and collect flowers for a bouquet for Mother.

Have a picture of each child's mother on board. Write child's first and last names under picture. (Another way to reinforce name recognition.)

Read:

"Are You My Mother?" by P. D. Eastman. Beginner Books, Random House, Inc., New York City, 1970.

This book is excellent for a flannelboard presentation.

Have several mothers of children come and tell why they like being mothers.

**Spool Circus Animal**

Make patterns of front and back of legs of animals, such as lion, elephant, etc. Trace head (small size) from book. Paint spool appropriate color. Glue parts to spool.

**Block Center**

Children paint old sheet. Erect as circus tent in block center. Role-play various circus performers and acts.

Make bulletin board showing three different circus acts going on under the tent outline. Use real or construction - paper pictures.

## Clown Cones

Base – chocolate wafer
Head – scoop of ice cream
Hat – cone
Features – gum drop
Hair – shredded coconut (colored if possible)

Filmstrips on Circus and Circus Animals. Series vary; one should be available at local library.

Parade music or march music.

**Read:**

DeRegniers, B., "Circus." Viking Press, School and Library Department (625 Madison Avenue), New York, 1966

**Fingerplay**

**The Clown**

I am a clown, my nose is painted red; *(Point to nose and smile.)*
I always do a somersault before I go to bed.
*(Children roll hands in pretend somersault.)*

Demonstrate job of ringmaster. Give each child a chance to role-play ringmaster, with top hat and microphone.

Discuss various circus performers. Let children role-play.

Play parade music.

Make hats that depict various members of circus.

Have circus parade with hats and a variety of musical instruments.

Take class to circus.

Display of a model circus. Children may role-play with models better than with pictures.

Recognition of pictures that are related to circus, such as circus performers, animals, and workers.

Have a person who has had experience with costume makeup come to class and show how a clown would make up face. If possible have an actual clown.

1. Use "wet on wet" painting technique with simple lines to produce delicate butterfly paintings. First pencil a faint line to indicate butterfly shape. Wet surface of paper, flatten on desk, then touch lightly with brushloads of paint. (Paint spreads into lovely designs.) Dry thoroughly. Use brush handle or wooden match stick to add black lines of paint for body and antenna.

2. Children draw spring scene with trees, grass, flowers. Add a third dimension by cutting out a butterfly and attaching it at an angle to the springtime background, giving the effect of flight.

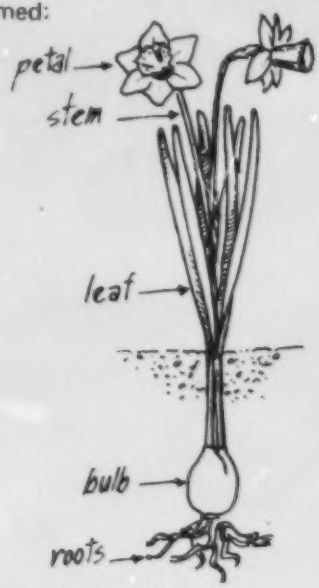
**Science Center**

Turn Water Table into a garden. Let children plant beans and other fast-growing plants. Select two classroom "farmers" each day to check on growth.

(Be sure to get seeds packaged for planting; ordinary dry beans or peas may have been treated to prevent insect damage and will not germinate.)

With construction paper, make a bulletin board showing several flowers growing. Then show an enlarged flower with the following parts named:

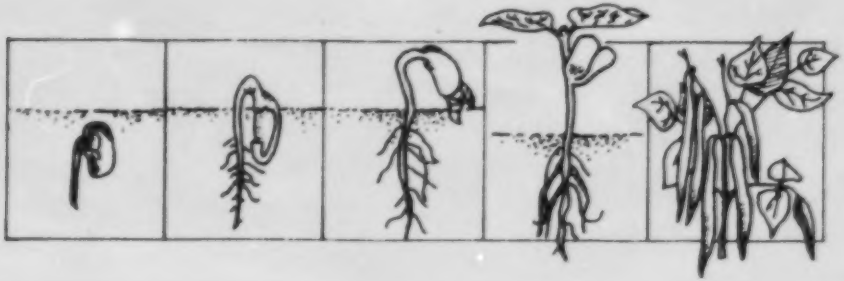
petal
stem
leaf
roots



Bring in fresh foods such as apples, avocado, broccoli, cauliflower, eggplant, grapefruit, and spinach. Let children experiment and try different tastes after food is prepared.

**Overhead projector**

Show stages of a seed developing into a plant.



### 1. Think spring!

Mark the first day of spring on the calendar. Read "Spring Moods" by Billy M. Phillips (below). Discuss the various aspects of spring.

Spring arrives, softly—quietly.
Gentle rain, warming sun, whispers of wind.
Seeds swelling slowly, waiting to grow.

Spring arrives, bossy—demanding.
Pounding rain, brilliant sun, wind twisting kites.
Roots pushing earth, impatient to grow.

### 2. Robin

Robin, sitting in the cherry tree,
Leave some cherries, please, for me.
Fly away, Robin, from your bough.
Fly away, Robin, fly away now!
*(Children "perch on a limb," then extend arms and fly about room.)*

### Two Bluebirds

There were two bluebirds sitting on a hill,
One named Jack, the other named Jill.
Fly away, Jack.
Fly away Jill.
Come back, Jack.
Come back Jill.

3 **Beehive**

Here is the beehive *(Let the right hand with the thumb closed inside the fist be the beehive; let the fingers be the bees.)*
Where are the bees
Hidden away where nobody knows. *(Turn hand in various ways as though looking for bees.)*
Soon they'll come creeping out of the hive.
One, two, three, four, five! *(Lift each finger as it is counted, beginning with the thumb.)*

4. **Eency Weency Spider**

Eeency weency spider
Went up the water spout.
Down came the rain and
Washed the spider out.
Out came the sun and
Dried up all the rain,
And the eency weency spider
Went up the spout again.

**Hang the Wash**

Bring in some clothespins. Tie a clothesline or a heavy string to the backs of two chairs. Cut various clothing shapes from cloth remnants. Or, cut articles of clothing from magazines and catalogs.

A child chooses clothes from the collection to hang on the line. Say: "Fill the line with clothes. When you've finished, try to tell me why you arranged (or pinned) the clothes in the order you did."

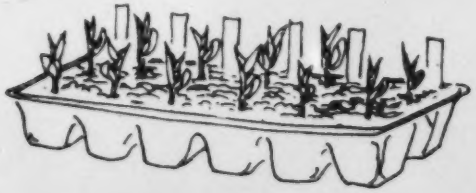
Teach songs "Growing" and "Birds" from Hap Palmer's "Learning Basic Skills Through Music," Volume I. Educational Activities, Inc., Freeport, N.Y. 11520.

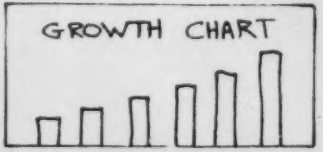
Visit local flower shop, greenhouse, nursery, or home garden.

Either of the following ideas can be developed into an attractive learning center. The ideas were obtained from an unpublished "Science for Kindergarten" Course of Study, Knoxville (Tenn.) City School, 1970.

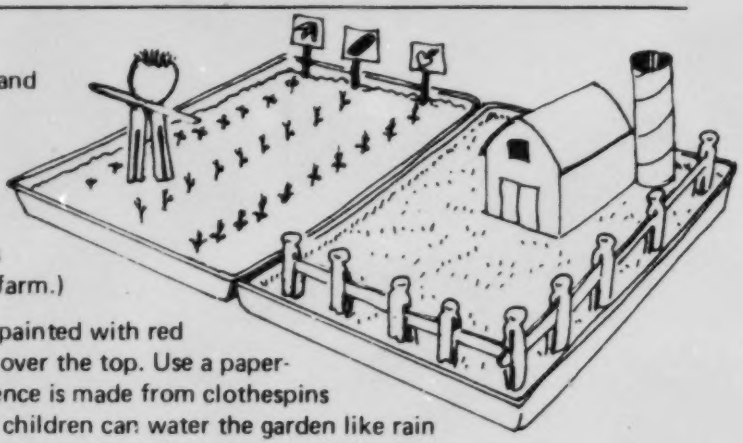
1. **Have a corn race**

Have a corn race in an egg carton. Using the closed kind of carton, place aluminum foil in the bottom of each section. Fill with dirt. Place one corn seed in each section. Paint each "post" a different color. After corn sprouts, measure the sprouts each day and cut strips of construction paper to show growth. Measure for about a week; then let children take plants home.





2. **Miniature farm**



A farm grows food for animals and food for people.

Make a minature farm in two cake pans: one for the garden, and one for the barn, silo and pasture. (The ideal time for this activity is after a field trip to a farm.)

Use a milk carton for the barn, painted with red enamel, with a scrap of roofing over the top. Use a paper-towel roll to make a silo. The fence is made from clothespins clamped to popsicle sticks. The children can water the garden like rain to make the "hay" (rye) grow in the pasture. (Do not overwater!)

Plant corn, beans, watermelon, mustard greens, radishes – plants that grow quickly. Label with pictures of the plants taped to toothpicks.

Variation: The children can make individual gardens in rectangular foil containers – even with a scarecrow! (Two clothespins for legs and a popsicle stick for the arms; an eggshell filled with dirt and planted with rye for the "hair".)

Teach fingerplay. Have poem written on chart, with illustrated directicns.

**Flowers**

Flowers tall *(Let tall fingers stand.)*
Flowers small *(Let little finger and thumb stand up.)*
Count them one by one.
Blowing with the breezes
In the springtime (summertime) sun.
1, 2, 3, 4, 5. *(Touch each finger as counted.)*

**What Is It?**

Have a "What Is It?" board. Place a different flower on it every day. Show flower name in manuscript writing. Associate word with flower.

1. Have a flower-shop owner or employee visit class.

2. Have a nursery worker come and demonstrate proper way to plant a tree.

1. **A Seal**

   For materials you will need clay, a marble per seal, paints, and liquid wax.

   Have children roll a thick clay coil. Squeeze, twist, bend, and pull the coil to make the seal shape. Pull out and shape the flippers and hind limbs. Press a marble into the top of the seal's nose to make a little hollow. Remove the marble. When the clay is dry, paint the seal black. When the paint is dry, pour liquid wax over it and replace the marble in the seal's nose.

2. **Draw and tell:** Draw, paint, cut out, make papier mache animals, diorama, pet book, pet parade, etc.

**Book Center**

Display a collection of various zoo-animal masks, such as giraffe, lion, elephant, etc. Let children role-play with masks of their favorite animal characters from their reading books.

**Room Divider**

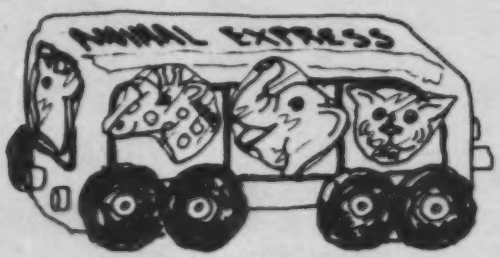
For an inexpensive room divider, get a large cardboard appliance box. Slit it down the side and cut off the top and bottom. Give it two coats of a bright enamel paint, add some appropriate animal pictures, and it's ready for use.

**Bulletin Boards:** Pictures – large, colored, mounted
Animals We Know
Our Animal Friends
Birds We See
Is It Fish or Fowl?
Let's Be Kind to Animals

**Make a seal pond**

Cut out black seals and put in a "pond" on the bulletin board.

Make a two-layer basic white cake. Bake in loaf-type pans. Put on top of each other with filling between. (See card #172) Cover with appropriate colored icing and decorate with simple pictures of animals enclosed in wax paper or plastic wrap.



**Phonograph Records**

1. Set #5 No. 802 "Let's Play Zoo" (33 1/3 rpm)

2. No. 6124 "Sounds of Animals" (Farm and Zoo) (33 1/3 rpm)

Novo Educational Toy and Equipment Corporation
Division of W. H. Sodlier Inc.
124 West 24th Street
New York, N.Y. 10011

1. **The Alligator**

The alligator likes to swim. *(Two hands flat, one on top of other.)*
Sometimes his mouth open wide, *(Hands open and shut.)*
But when he sees me on the shore
Down under the water he hides. *(Hands go between legs.)*

2. **My Zoo Book**

Perma-Life Book
Novo Educational Toy and Equipment Corporation
Division of W. H. Sodlier, Inc.
124 West 24th Street
New York, N.Y. 10011

**Zoo Lotto**

Make or purchase a zoo lotto game. Play in groups of 2 to 6 either prior to trip to zoo or after, for reinforced learning.

Songs

"I Went to the Animal Fair," W. Cole

"The Bear Went Over the Mountain," American Folk Tune

Plan and take a trip to a nearby zoo. The zoo may be a separate area in a local park.

If there is no zoo in your immediate area, inquire into the possibility of having a "petting" zoo visit the school. Or call a shopping center to ask if they will have a "petting" zoo visiting their mall during the year as part of their public relations program.

## Shoebox Zoo

Decide on six to ten animals usually found in a zoo. Make animals of clay or pipe cleaners. Cages can be made from shoe boxes. Cut ½-inch strips out of black construction paper, longer than the shoebox is wide. Use them as bars for the "cages."

The learning center can be set up in the library corner or science center. Pictures and books on zoos and zoo animals can be part of the display.

1. **Conversation**

With colored animal pictures in hand:
"I like elephants because . . ."
"I know the names of all these animals: ––"
Care and feeding of pets:
"My cat likes to eat . . ." "My dog like to eat . . ."
"Mr. Jones feeds his parrot . . ." "Mrs. Ray feeds her canary . . ."

2. **Flannelboard:** Child posts pictures of animal and describes color, size, habits, etc.

3. **Questions:**

What do elephants like to eat? (lions, bears, deer, etc.)
What does the zoo keeper do to care for the animals?
I'd like to know how the elephant eats with such a long snout,
I'd like to know how a turtle can hide its head.

Have an employee from a zoo come and discuss his/her job; or else, during trip to zoo, have guide tell of various jobs that are found at the zoo.

**Tree Pictures**

You'll need brown and green tempera paint, pieces of string (about 4"), small cubes of sponges, white construction paper, and paper towels. The children dip the string in the brown paint, place it on paper and pull it down the surface to create a tree trunk. They then pull the string across the paper to form the branches. Have the children dip the sponges in the green tempera and print leaves on the branches. Remind them to print, not paint, with the sponges. Demonstrate if necessary.

**Science Center**

"May Is Green" Center

Show the children a picture of an emerald. Explain that the emerald is a precious stone. It is the birthstone for May and represents love and success. Have the children identify the color of the emerald.

Provide pieces of green cellophane at the center. Have children look through the cellophane at the world outside. Compare to green of park.

Encourage children to notice various green tints, tones, and shades.

Seal the flaps and edges of a medium-size packing carton with masking tape. Have the children collect green things: pictures from magazines to paste on box, and real objects while on a field trip to local park. Continue to add green things to the box until all four sides are completely covered and/or box is filled.

## Park Mural

Take children to a local park. Have children as a group project paint what they saw at the park, in tempera paint. Display on classroom wall.

Plan and prepare a balanced picnic lunch to take to the park. Have the children help pack picnic basket.

Reinforce learning experience by repacking picnic basket with food cutouts. Select food cutouts that would provide class with a well-balanced meal, according to Basic Four.

**Filmstrip**

"What Can You Do and See in Spring?"

Filmstrip Series
Encyclopedia Britannica
425 N. Michigan Avenue
Chicago, Illinois 60611

### The Turtle

The turtle crawls on the ground
And makes a little rustling sound.
He carries his house wherever he goes.
And when he is scared
He pulls in his nose
And covers his toes.

### There Was a Little Turtle

There was a little turtle *(Make circle with hands.)*
Who lived in a box. *(Hands form a box.)*
He swam in a puddle, *(Hands swim.)*
He climbed on the rocks. *(Hands climb.)*
He snapped at a mosquito, *(Clap hands.)*
He snapped at a flea, *(Clap again.)*
He snapped at a minnow, *(Clap hands.)*
And he snapped at me.
He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch me!

**Kite play**

**Balloon play**

**Balance Beam**

After children learn to use the balance beam safely, they can practice the following:

1. Walking forward
   a. Normal walk. Hold arms in different positions:
      Forward
      Sideways
      Overhead
      Behind back
      On head
   b. On your toes
   c. Flat-footed
   d. On heels only
   e. Using very small steps
   f. Using very long steps
   g. Combinations: Walk forward using in sequence a small step, a long step, a flat-footed step, on heels, on toes, etc. Vary combinations. (Cont. on next card)

2. Walking sideways – Repeat a. through g. of walking forward.
   h. Move sideways the length of the beam, crossing the left leg in front of the right; on the return trip cross the right in front of the left.
3. Sliding
   a. Forward
   b. Backward
   c. Sideways
   d. Variations: You can slide along the beam by using the suggestions under "Walking forward," e.g., slide sideways on your toes.
4. Sitting
   a. Sit sideways on the beam; balance on seat.
   b. Sit longways on the beam.
   c. This exercise becomes more challenging when the arms are fully extended to sides and the legs are straight and fully extended to the front.
5. Stunt-type activities
   a. Use various walks, balancing an object on the head.
   b. Hop on one foot.
6. Throwing, catching, and bouncing
   a. Roll a ball along the beam.
   b. Bounce a ball along the beam.
   c. Dribble the ball along. (Bend low for dribble.)

Select a recording of mood music in 4/4 time, or play lightly on the piano. Teacher may recite the rhyme while children do nodding and swaying motions in time with the music.

**Swaying Flowers**

Pretty, pretty flowers
Nodding in the sun;
Swaying, swaying in the breeze,
Belonging to everyone.

You have pretty colors,
Yellow, pink, and red.
Swaying, swaying in the breeze
In the flowerbed.

Take a field trip to a local park. Plan a flexible schedule for the children so they are able to get an overall view of what they will be doing at the park. Stress that nothing that is growing may be picked.

When you arrive at the park, have the children hold hands and form a circle. Ask them to stand very still with their eyes closed. In this position they tell or describe what they hear and smell. Then have the children open their eyes and move to another location in the area. Ask them to stoop and close their eyes and in this new position they touch and describe what they feel.

**Cobwebs** are marvelous to collect, and the technique is simple. Colored artboard is used as the background. The cobweb should be sprayed with any spray paint. The board is then sprayed with a clear plastic and, while still wet, brought up behind the web. The anchor lines are cut and the board flexed to seat the web properly in the still-wet plastic spray. After a moment or two, the web and the board are given a second coat of clear spray, and the web is preserved.

A display of these webs can be very handsome.

1. Read "The Guest List" by Billie M. Phillips:

   If I could have a picnic
   I'd invite my dad and mom
   My big sis,
   And my little sis;
   My baby brother too.

   Grandmas, grandpas,
   Uncles, aunts,
   Some counsins – just a few.
   When I'm through, don't worry, 'cause
   There'll still be room for you!

2. Assist the children in planning a family reunion picnic. Include the menu, games, other activities, location, date, and time.

Divide a bulletin board into two columns, labeled "Uniform? Yes" and "Uniform? No." Read the labels and help the children define the word "uniform."

Give each child a picture of a career person s/he would find working in the park or elsewhere. Assist the children in identifying the type of job pictured. Help them determine whether or not the person wears a uniform to perform the job. Encourage discussion about why a uniform is or is not necessary for the job. Then pin the picture to the proper section of the bulletin board. Later, label each job.

## Shoe Shine Block

Have 2" x 4" boards cut into 6" blocks. Have children sand edges. Paint with nonleaded paint. With white glue, glue a cut 4" x 6" carpet scrap to one side of each block.

Give to father as gift. Used to buff shoes.

Have a variety of books dealing with fathers on display.

Have available at table paper and crayons for child to draw picture for or of his/her father.

Make bulletin board of pictures showing fathers in various roles – working in the home, working on the job, playing, traveling, etc. (Be sure to include some pictures of fathers doing domestic ("women's") work, as well as the more usual "men's work.")

All Dads love goulash!

**Noodle Goulash**

1 T. vegetable oil
1 lb. ground beef
1 med. onion, finely chopped
1 cup diced celery
1 tsp. salt
1 8-oz pkg. noodles
1 small can tomato sauce
1½ cups water
½ cup grated cheese

Heat oven to 375°.

1. Cook noodles according to directions. Drain.
2. Cook meat, onion, celery, and salt in skillet until meat loses its fresh color and onions are transparent.
3. Add tomato sauce and cheese and water to meat mix.
4. Pour over noodles. Mix. Bake 30 minutes.

**Filmstrip** (With sound)

Mother's Day and Father's Day," from series 6943, *Holidays, Histories and Legends* (5.53minutes). Encyclopedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611.

1. Poem "Father's Day" by Margaret Hillert:

My dad's a Dad,
My grandpa's one,
And all my uncles, too.
And on this day
It's so much fun
To do the things we do.
We show how much
We think of them,
And I can hardly wait
To be a Dad
On Father's Day.
But now I'm only eight!

2. Invite the children to tell about special things they might do for their fathers on Father's Day.

**Family Finances**

Game to acquaint the child with basic human needs and to develop an understanding of the value of money.

Place a collection of pictures on a table (animals, clothing, radios, televisions, foods, homes, cars, etc.) Invite each child to find a picture of something that his parents have bought for the family. Help the class identify the pictures selected. Then have the children form groups according to categories chosen (food, clothes, etc.) Identify the various categories and discuss the family's need for them. Guide the children in giving reasons why parents purchase the items for the family.

Can use the following poem as hand rhythm – with clapping.

**Fishing**

Daddy and I go fishing *(Walk, carrying an imaginary fishing pole.)*
And throw our lines out right. *(Pretend to throw line out.)*
Then we sit so quietly *(Stoop and hold fishing pole.)*
Until we get a bite. *(Jerk pole.)*
Daddy pulls the line in *(Pull line in.)*
To see what we have caught. *(Hold up the fish.)*
Even if the fish is small *(Measure small fish.)*
We're glad for what we got. *(Smile and nod head.)*

Take a trip to a local park or pond with a father who fishes. Ask the father to show a fishing pole and line, and discuss how to handle a hook safely. Compare a hook and a pin. Show the barbs. Show several types of flies and explain why hooks are hidden.

**Reading Center**

Have the following books about fathers on display for children to look at during the week prior to Father's Day.

Sonneborn, Ruth A., "Friday Night Is Papa Night." Viking Press, New York, 1970.

Poleti, Leo, "A Boat for Peppe." Charles Scribner's Sons, New York, 1950.

**Father's Day card**

Fold colored construction paper in half. Holding the fold, cut out a man's hat shape or chef's hat. Punch two holes near the fold at the top. Give each child a hat. Child inserts a length of yarn through the holes and ties ends together. The child can decorate the hat with rick rack, scraps, etc. Inside the card the child dictates to teacher or teacher aide a Father's Day greeting.

Invite several fathers in to class to discuss their jobs.

**Shapely chapeaux**

Select one plain and one print page from a large wallpaper catalog. Hold together and cut a large circle. Then paste sheets together. While paste is still slightly damp. place circle on child's head (plain side down) and shape by tying a string or stretching a very large rubber band around crown. Then trim as desired.

Create a rowboat out of large blocks or a packing carton from a large appliance.

Put books and materials about the sea in box in boat. Also sailors' hats, etc.

Have a mural of a beach scene on a long piece of kraft paper. Preschoolers can add paintings of what you see at the beach.

Plan a fish platter which includes a variety of seafood such as fish steak, scallops, etc.

**Filmstrip:**

"Summer Is Here" (12 min., color)

From: Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60514

### Golden Fishes

Golden fishes, swimming, floating,
*(Hold palms of hands together and wiggle them around.)*
Swimming, floating, all day long.

### Learning To Swim

I like to splash in the water,
I' m learning to swim, you see
I move my arms like paddles,
I kick as fast as can be.

Have the game "Let's Go Fishing Kit" available for students in game center. (B & T Learning Materials #98–8932, Nova Educational Catalog, and other catalogs for preschool education)

Teach the musical round "Row, Row Your Boat."

1. Take class to local pet shop that specializes in fish.

2. Visit public aquarium.

Make a shell display.

Give the children a large tub of ordinary shells. They will enjoy dipping their hands into them, drawing them, tracing them, and painting them.

Read "Seashore Story," by Taro Yashima. Viking Press, New York, 1967 (Caldecott Honor Book, 1968).

Read "Jenny Goes to Sea," by Esther Averill. Harper and Row, New York, 1973.

Invite one of the following:

Anyone who makes a living from the sea (fishing, crabbing, etc.)
A person who works in a marina
A person who sells or services boats
A person who sells fish in a fishmarket
A person who sells fish as pets
A sailor